



## Inspection Report

**Heather Davies**

**Kilgetty**



**Date Inspection Completed**

11/04/2024

**Welsh Government © Crown copyright 2024.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.*

## About the service

|   |   |
|---|---|
| Type of care provided                                 | Child Minder  |
| Registered places                                     | 10  |
| Language of the service                               | English   |
| Previous Care Inspectorate Wales inspection           | 18 May 2018   |
| Is this a Flying Start service?                       | No  |
| Does this service promote Welsh language and culture? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture. |

|                                  |             |
|----------------------------------|-------------|
| <u>Well-being</u>                | <b>Good</b> |
| <u>Care and Development</u>      | <b>Good</b> |
| <u>Environment</u>               | <b>Good</b> |
| <u>Leadership and Management</u> | <b>Good</b> |

For further information on ratings, please see the end of this report  
**Summary**

Children have a good voice and communicate confidently with each other and with the child minder. They are happy and have developed strong relationships, enjoying what they do. Children participate in activities as well as being confident to choose their play and are developing their independence skills suitably.

The child minder understands and implements policies and procedures to promote healthy lifestyles and personal well-being. She demonstrates warmth and kindness towards children and ensures they feel valued and safe.

The child minder implements effective measures to ensure the safety and welfare of children. She ensures the environment is well maintained, both indoors and outdoors. The childminder provides a good range of resources to cater for all ages and stages of development.

The child minder's practice and policies are in line with regulations and National Minimum Standards. The child minder has formed close relationships with parents and established partnerships with local schools and settings through a reliable pick-up service.

|                   |             |
|-------------------|-------------|
| <b>Well-being</b> | <b>Good</b> |
|-------------------|-------------|

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and their opinions and interests are always valued. For example, when children pointed to books, the child minder responded to the children's needs by providing those resources. Children move freely around the indoor play space and happily explore the resources, enabling them to follow their own interests.

Children feel secure and safe. During our visit, the child minder explained to the children what our names were, and the children quickly settled. Children were comfortable to bring different resources to us, inviting us to participate in their play. Children are happy, settled and are comfortable in the child minder's home and environment. They are familiar with the relaxed daily routine as this supports their individual needs. Children are content and chatter continuously during their play. The bonds of affection and attachment are very evident. Children have a sense of belonging and have formed close relationships with the child minder and their friends. They smile when activities end as they know what is happening next, for example, tidying up, the school run and lunch time.

Children communicate openly. Interactions are consistently good, and they cooperate and engage well. For example, when children took an interest in puppets, the child minder responded by asking if they wished to watch an episode of a Welsh language programme which included the puppets. Children responded excitedly and enjoyed repeating Welsh words such as "*tacluso, tacluso, tacluso*" and singing songs such as "*Pwy wyt ti? Pwy wyt ti?*" They then asked for another episode whilst cuddling the puppets which also appeared on screen.

Children are actively engaged in their play and express enthusiasm and enjoyment whilst taking part in a range of stimulating play opportunities. They also initiate their own play as resources are accessible and presented at their level. For example, older children enjoy spending time playing with dolls, dressing them, and placing them in a crib. Younger children enjoy the freedom to explore a selection of toys on a large mat such as transport toys and sensory resources. Children have opportunities to experience age-appropriate activities and a range of resources that promote their all-round development. For example, children enjoy participating in language games which are made by the child minder. Children take their time with the activities that they choose, without being rushed. For example, whilst completing jigsaws, children enjoy counting the pieces and smile proudly when the last piece is placed.

Children have good opportunities to develop their independence skills. With appropriate support, they complete toileting tasks and wash and dry their hands without support. Children also enjoy developing their independence skills during mealtimes.

## Care and Development

Good

The child minder understands and implements a range of policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. The child

minder's safeguarding training is up to date, and she is knowledgeable regarding current safeguarding procedures and requirements. The child minder's nappy changing procedures are carried out with privacy and dignity. She engages with children throughout these processes considering the needs of children in a respectful manner. She ensures children's sleep patterns and procedures are followed in line with parental wishes. The child minder is a good role model and reminds children of the importance of handwashing before mealtimes and after toileting. For example, *"come and wash your hands please, before you have your apple."* The child minder is aware of children's individual dietary and medical needs and ensures that records are up to date, and permissions have been obtained. Accident and incident records are completed and signed by the child minder and parents. The child minder elaborated on her knowledge and experiences in her role, enabling her to identify children's needs such as care following immunisations and during periods of teething.

The child minder's interactions with children are warm and familiar, demonstrating kindness, and respect. She has established close relationships with the children and engages with them in a manner which ensures a calm and comfortable learning environment. The child minder ensures that she supports children's individual needs. For example, during a milk feed, she provided close contact and reassurance with a child whilst also maintaining support and encouragement to others in their play. The child minder chats and sings consistently resulting in children being able to hear positive and caring interactions.

The child minder offers a range of quality, age-appropriate resources and uses these purposefully. For example, as part of developing the setting's Welsh language, we saw how children used her own resources such as weather flash cards and a board game for learning colours. She has a good understanding of children's development and records milestones in individual files to plan for next steps of development. The child minder knows the children well and is familiar with their likes and dislikes ensuring their needs and interests are consistently met. She ensures children have access to an extensive range of books as well as resources which promote diversity, culture, languages, and inclusion. The child minder talked about how she plans activities for the after-school children which include games and mosaic art to develop their problem solving and creativity skills. She added she enables them to assist her in making pizzas and pancakes for their tea.

## Environment

**Good**

The child minder has effective measures in place to ensure children are safe. She ensures the environment is secure and very well maintained both indoors and outdoors. The child minder ensures the main door is always locked. She offers an environment which is

welcoming and homely with effective hygiene practices in place. The child minder keeps a purposeful daily diary which records children's bookings and attendance. Children's arrival and departure times are recorded clearly. The child minder uses the same diary to record visitors to the setting, to log fire drills, record comments following such procedures and ensure daily risk assessments are completed. She keeps comprehensive files of relevant environment, building safety checks and certificates such as public liability insurance, which are updated annually. The child minder keeps detailed risk assessments which reflect the home environment, outdoor garden, activities, and trips. These are reviewed annually or when the need arises. The child minder ensures ratios are always maintained and provides a display board which offers extensive information regarding policies, certificates, and achievements.

The child minder offers indoor play spaces which enable children to move freely. She has recently adapted the play spaces in her home, using more of the open plan kitchen and dining area. These changes are supported with baby gates, locks, and purposeful risk assessments. In the kitchen area, the child minder ensures children can sit at the dining table with the aid of booster seats to enjoy snacks, mealtimes, and various activities such as baking and crafts. The dining area leads directly into to the rear enclosed garden enabling free flow play. Outdoors, the child minder ensures children are always supervised, and she understands levels of risks and acts on these accordingly. The secure garden provides further learning opportunities within an environment which is very well maintained. Recent additions to this area include a new playhouse which has been risk assessed and is enjoyed by children. The outdoor area provides opportunities for children to play on a grassed area as well as a small playground area with age-appropriate slides, swings, and basketball apparatus. The child minder told us of plans to enable the children to plant flowers and vegetables in new planters, for children to understand where their vegetables come from.

The child minder ensures resources are of a high quality, offering opportunities and experiences for children to learn and develop new skills. She keeps a range of resources within play spaces but also rotates resources and equipment from a wider range which is stored within her home. The child minder explained this was to ensure children's interests are met and that they can access different play resources in line with planned themes. The child minder takes pride in ensuring play spaces are decorated with purposeful displays such as days of the week, colours, and shapes. The children enjoy being able to see themselves in a mirror on which there are images and bilingual phrases around emotions.

## **Leadership and Management**

**Good**

The child minder keeps policies and procedures which are in line with the National Minimum Standards and show the latest review date. She has established a childminding service over many years and is knowledgeable regarding her regulatory responsibilities. She consistently ensures requirements are met, such as Disclosure Barring Service (DBS) checks and other valid certificates. The child minder has established an organised system,

where documentation is stored together in a confidential and effective way. Her statement of purpose accurately reflects the setting and is shared with parents. The child minder keeps children's records which are up to date and signed. All transport and vehicle documents are correct and up to date.

The child minder's quality of care review is submitted annually, and she explains that the views of parents and children are collected and considered; however, these are not evident within the report. The children minder explained that questionnaires are distributed so that views can be considered to maintain standards and to make continuous improvements.

The child minder keeps a personal target record which meets and exceeds training requirements. She ensures her mandatory training is maintained such as Food Safety, Safeguarding and Paediatric First Aid and we saw valid certificates. She also ensures that additional training is completed to enhance the quality of her care such as allergy and intolerance training courses.

The child minder has established excellent partnerships with parents over many years. She has built partnerships with local schools and early years settings and offers a reliable pick-up service. The child minder told us she is part of a close network of child minders who support each other well. She told us of plans to gain further recognition regarding the promotion of the Welsh language within her setting. The child minder plans trips to local parks and farms as well as ensuring the children have memorable experiences at local beaches and historical sites such as a miner's walk and a trip to the iron works.



### Summary of Non-Compliance

| Status              | What each means   |
|---------------------|---|
| <b>New</b>          | This non-compliance was identified at this inspection.  |
| <b>Reviewed</b>     | Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection. |
| <b>Not Achieved</b> | Compliance was tested at this inspection and was not achieved.  |
| <b>Achieved</b>     | Compliance was tested at this inspection and was achieved.  |

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

| Regulation | Summary  | Status |
|------------|--|--------|
| N/A        | No non-compliance of this type was identified at this inspection | N/A    |

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

| Regulation | Summary | Status |
|------------|---------|--------|
|------------|---------|--------|

|     |  |     |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

| National Minimum Standards      |   |
|---------------------------------|---|
| Standard                        | Recommendation(s)   |
| Standard 18 - Quality assurance | Ensure the views of parents and children are evidenced and included within the annual quality of care review. |

| Ratings          | What the ratings mean  |
|------------------|--|
| <b>Excellent</b> | These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being. |
| <b>Good</b>      | These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.  |
| <b>Adequate</b>  | These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.  |
| <b>Poor</b>      | These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.   |

### Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

**Date Published** 13/06/2024